



Valdosta State University
Department of Political Science
Public Administration Programs
PADM 7860 Grant Writing And Administration
Summer 2009 Online

- Description:** An examination of the process of acquiring and managing grants in the public sector. Emphasis is on demonstrating knowledge of grant strategies and procedures gained through course material and completion of a case study.
- Text:** Browning, Beverly A. (2008). [Grant Writing for Dummies](#), 3rd edition. New York: Wiley. (ISBN 978-0-470-29113-9)
- Instructor:** Gerald A. "Jerry" Merwin Jr., Ph.D. <gamerwin@valdosta.edu>
- Web Site:** <http://www.valdosta.edu/~gamerwin/pa/classes/padm7860/>
- Office Hours:** This class is offered online through WebCT. There will be no formal office hours, but I will be available for meetings by appointment. We can arrange a meeting in the office, by telephone, or through online chat. Send an E-mail to suggest an appointment.

Expected Outcomes:

Participants will demonstrate the following:

1. Understanding of the importance of a grants marketing campaign.
2. Ability to develop a grants marketing campaign.
3. Ability to recognize and understand requirements as specified in requests for proposals or other guideline documents (herein referred to as RFPs).
4. Ability to organize for grants writing.
5. Ability to respond to RFPs within the guidelines specified.
6. Knowledge of key grants management issues.

ADA:

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office. You may contact that office by telephone at 912-245-2498, FAX 912-245-3873. Learn more on the VSU web site at: <http://www.valdosta.edu/ssp/> You may also reach them via email at access@valdosta.edu. Also, please discuss this via email with your instructor(s) at the start of each class.

Web Readings:

Additional readings for the class are identified on the class web site. The readings are available on the web. We have no control over these web sites, so the instructor, the MPA program, and the University are not responsible for their content. If a participant has difficulty accessing material at one of the identified web addresses, please contact the instructor ASAP. Additionally, if any material on a web site is found to be objectionable, please contact the instructor. Readings may be assigned from additional sources as they are identified.

Assignments

Project Overview

This is a project oriented course. The best way to learn about "Grant Writing and Administration" is to do it! So, it is important to start at the very beginning of the term thinking about what type of project you might do. Some students already work for an organization that might have some need for a grant and perhaps even know of funding sources. Others will have to identify an organization, ask the leadership of the organization if the student might be able to help them with a grant project, and then get information from the organization to do the project.

There is generally a lot of networking in doing this type of project. Therefore, while we will not all have an immediate idea about the project, we can work to quickly find some possible projects and choose one. Whichever way you do it (in other words, you already have a project in mind, vs. you haven't the faintest idea), remember that the project should generally be designed to meet some needs of the organization or the needs of some client or constituent population served by the organization. So, you will need to learn enough about the organization to either determine their needs early through interviews or work with the organization members to identify some needs that can be met with funding from an outside source.

Concept Statement

When you have identified an organization and have some idea of the type of project you might do, then you will write a brief description of the project and send it to the professor. These will often be vague, because the student might not yet know enough about the organization or the project to say definitively what the project will be or to name the funding source. This initial description will be the "Concept Statement" and will be the best way to get you going toward the eventual project. It is possible and even likely that the project will change or evolve as the term progresses and the student learns more about the circumstances. That is OK! (*See more detail below about each step of the project.)

Detailed Project Description (also known as the Proposed Agreement)

As you learn more about the organization and their needs, you will hopefully have a clearer idea of the project and how it will best be described. If you are doing this as a volunteer for an organization you might not know very well, there might be limited information available to you. In these cases, through consultation with the professor, you might have to come up with some descriptions of project details or budget information without the "real data" or accurate information. I want to emphasize that this will be done **only** with the involvement of the professor. It will be for purposes of the project as an exercise and not something you would actually submit to any funding source. Hopefully these situations will be exceptions and will be rare.

Final Project - Grant Application or Proposal for Funding - Completion of the Case Study Project

When you have all the information and have completed the forms (if required) or written the application letter to explain the project, drafted a budget, compiled resumes for the project staff, and provided all the information required or requested by the funding source, you will submit this to the professor. This document (or these documents as needed) should be as close as possible to the material you would actually submit if you were going after the grant or funding.

Project Presentation

In many cases you will be required to make a presentation to a grant review committee, a foundation board of directors, or some other group that will determine whether or not you receive the funding. For our class purposes, you will develop the presentation and present all relevant information to the class. This will be done with a PowerPoint and might be very different from the actual forms or application materials. In other words, you often get the flexibility to "tell the story" of the organization or the project to the people

who decide about who gets the money. You can make it much more interesting to them than the dry paperwork generally required for a grant application. This is a good thing! Make use of it. We will have some information in week 2 on the story and how to develop it.

Step 1 Concept Statement: Each student will send the professor in a one-paragraph description of the project she or he has in mind. This may be accomplished through an e-mail. This is a very brief description of the following pieces of the concept: **for whom the project will be done** (nonprofit, public school system, private educational institution, college, local government, etc.), **from whom might the funding be sought** (any ideas you might have or information from the nonprofit about possible grant funding sources such as state or local grassroots art funding, Coastal Zone Management funds, Garden Club funding for historic gardens, etc.), **why will the organization need the funding and how will they use it** (some idea of the project that the organization will do if funding is provided), and anything else the participant cares to add. The sooner this is accomplished, the better for the participant, as she/he can then commit to larger scale efforts.

Step 2 Detailed Project Description: (15% of grade)
The Detailed Project Description or Proposed Agreement becomes our contract on what the completed project will look like. For a small scale, well-defined proposal, we would expect greater scope and completeness than for a larger scale matter where we would expect that the project net a portion of a proposal. It is recommended that, whenever possible, students opt for a more clearly defined project of limited, though meaningful scope. This document, **no longer than three pages**, is sent as an attachment to e-mail to the instructor employing the conventions detailed below. This document might or might not require adjustments. Once approved, the participant will work toward achieving the project as described in this document. Completion of the "Case Study" will be fulfilling this description.
Due Dates: Find due dates on the course schedule in WebCT Vista.

Step 3 Actual Completed Grant Application or Proposal for Funding - Key Component of the Project:
The **case study**, i.e. **grant application or proposal**, is the completed document that accomplishes the delivery of information, forms, documents, etc., outlined in the Detailed Project Description or Proposed Agreement. This document is **no longer than 20 pages plus supporting materials**. You will provide all pertinent documents regarding the program from which funding is sought (usually a **request for proposals or RFP** and other key materials outlining the requirements of the funding source). These documents, descriptions, or materials will be identified as **Appendix A** and will accompany each project package. This will be the primary method of judging the quality of the project. Therefore, **no project will be accepted without this material**.

Step 4 Project Presentation:
A PowerPoint will be developed to provide a description of the project that is the basis of the grant proposal along with any necessary or interesting information about the organization or the population served by the programs. This will be approached and organized very differently from the application. Typically the funding source will provide very loose guidelines (if any at all) for this presentation. It gives the applicant the flexibility to provide interesting information about the organization, project, proposed recipients of the service funded, etc. Be creative! This will be viewed by the members of the class and they will provide feedback as if they were the review board who will give out the money. You will try to impress them (without going too far out to the point of bizarre, hopefully).

Project Submission

All project files and assignments will be submitted as attachments to Vista E-mail and formatted as outlined below unless another format is negotiated with the instructor. These files will follow the formatting and **file naming conventions** listed and explained below:

- **Text documents** will be formatted as Microsoft Word documents (or if some problem exists, then Adobe Acrobat).
- **Data files** (if needed) will be Excel files (for spreadsheet data) or Access files (if database information is required).
- **Presentations** will be PowerPoint files.
- **Project File Names:** for the proposed agreement, use "agreement.doc" as the project name; for the case study, use "case.doc" for the project name.
- **Ownership of files:** to indicate your ownership of submissions, use your first and last names with either a dot (.) or underscore (_) between the parts. For example: gerald_merwin_agreement.doc and gerald_merwin_case.doc
- **Sign E-mail:** All email messages should be signed. If you have a nickname please use that when you sign each message.
- **Questions:** Please ask questions if any part of this information is unclear.

Class Policies

Plagiarism: Please read the information on the PA web site regarding [plagiarism](#). This policy applies to all submissions. Any presentations or other documents should be in your own words unless agreed in writing beforehand through communication with the instructor.

Evaluation: Participants will be evaluated based on their performance of the following requirements with values listed:

Proposed Agreement	15%
Case Study (Grant Proposal, Application, or other output)	55%
Participation	10%
Presentation	20%
Total	100%

See the "[Assignments](#)" page for details on the nature of the "Proposed Agreement" and other components above.

Group Projects: If two or more participants and the professor agree that a group project is warranted, the case study requirements will be amended. The primary rationale for a group project will be to address a larger grant project or some special project that meets a community need.

Style Guidelines: Participants should employ APSA or APA style unless another style is required by the organization for whom the proposal is being prepared.

Communication:

- E-mail is our preferred method of communication. Use Vista email and if that system is down for some reason, you can use the following email address: gamerwin@valdosta.edu.

- I will generally respond to any e-mail within one to two working days. Likewise, I ask that you check your email daily and respond in a timely manner if a response is requested or warranted.
- If the email communication fails or some emergency comes up, it is OK to contact the teacher by telephone. The best number is my cell number: (229) 221-2891 and voice mail is available in case I cannot answer. I will return calls if needed. Please call during normal business hours unless another time is set beforehand.

Seeking Professional Assistance & Working with Others: If you seek information, assistance, and/or support from others, particularly professionals, always act as a professional would be expected to act. Please be kind. In addition to normal politeness, please send all helpful individuals a thank you letter.

Attendance: For a course offered on Vista, we can consider regular log-in to the course as attendance. Participants are expected to visit the class site at least weekly.

Language Biases: All participants are expected to employ non biased speech and prose--gender, race, and other. At times we will make mistakes and say or write in a manner which may cause offense. We will help each other to remove biases and offensive aspects from our speech and prose.

Working Together: Participants are encouraged to cooperate--share ideas, resources, and insights. Make certain the final product reflects your efforts, but help each other out. Learning, like almost everything, is more fun when it is a shared experience.

Questions/Concerns: If in doubt--ask!!! Do not let a little problem grow. The only "stupid" or "silly" question is the one that goes unasked.

Schedule

See the table of contents for our textbook:
[*Grant Funding for Dummies \(GWFD\)*](#), 3rd Edition.

Week	Topics	Readings
1 May 14-20	Introductions, Review of Syllabus, Policies, etc., Discuss Projects, Introduction to Grant Writing and Management	Syllabus and related materials; GWFD: Ch. 1
2 May 21-27	Using Stories for Grants Presentations to Promote Projects (View the presentation - to be posted later); Project Q & A (to be posted later); Brainstorming Project Concepts (Discussion thread)	GWFD: Chs. 2 & 3

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3 May 28-June 3	Identifying Needs for the Grant Project and Matching the Needs with Funding Sources (View presentation - to be posted later)	GWFD: Chs. 4, 5, & 6
4 June 4-10	Marketing Your Organization, Your Needs, Yourself; Key Relationships – Inside and Outside the Organization	GWFD: Chs. 7 & 8
5 June 11-17	Communication Strategies; Project Q & A	GWFD: Chs. 9, 10, & 11
6 June 18-24	Communication Strategies (continued)	GWFD: Chs.12, 13, & 14
7 June 25-July 1	Action Plans	GWFD: Chs. 15, 16, & 17
8 July 2-8	Packaging the Document	GWFD: Chs. 18 & 19
9 July 9-15	Group Activities	GWFD: Chs. 20 & 21
10 July 16-22	Multiple Grants; View a Presentation on Packaging the Document (to be posted later)	GWFD: Chs. 22 & 23
11 July 23-29	Evaluation Plan, Complete Project Presentations and Critiques; Wrap-up; Course Evaluations	